

Erasmus+
Enriching lives, opening minds.



Co-funded by
the European Union



Erasmus+ youth exchange, Veli Lošinj, Croatia, 23 September to 1 October 2026

INFOBOOK

About the project, the twelve workshops we ran for each other, and the things we made to pass it on.



Liceul Tehnologic Retezat
Uricani, Romania



Medicinska škola
Šibenik
Medicinska škola Šibenik
Croatia, coordinator



KÖRÖSI
Kőrösi Csoma Sándor Gimnázium
Budapest, Hungary

PROJECT 2026-I-HR01-KA152-YOU-000394992

WHAT IS IN THIS BOOK

3	Why this project exists
4	Three schools, one island
5	The week at a glance
6	Day 1: building the group
9	How the workshops worked
10	Croatian team: four workshops
14	Romanian team: four workshops
16	Hungarian team: four workshops
18	Workshops in pictures
19	Evenings, mid-term and the island
21	What we made for social media
22	The five posters
27	All of us

MADE BY THE PARTICIPANTS

This InfoBook is the last thing we made during ADDICT-ED. It collects what the project is, how the week was built, and the full plans of the workshops that participants prepared and ran for each other.

It is written for three kinds of readers. Participants who want to remember what happened and use it at home. Teachers and youth workers who want to run the same sessions with their own groups. And anyone who wants to understand what a youth exchange on addiction actually looks like from the inside.

Every workshop page has the same parts: a short summary, the groups and their tasks, a timing table you can follow to the minute, and notes for the people facilitating. The plans follow the documents the national teams prepared before the exchange and what was then done in Veli Lošinj.

The five posters at the end are part of our social media campaign. They are printed here in full so they can be photographed, shared or copied onto a school wall.

A note on tone. The subject is serious and some of it is personal. Throughout the week we used a few simple rules: nobody has to share anything private, anyone can say "pass", and we talk about effects and consequences, never about how substances are used or obtained. Keep those rules if you use this book.

WHY THIS PROJECT EXISTS

ADDICT-ED grew out of the interests and worries of young people who saw drug and alcohol use becoming normal around them and among their peers.

Young people meet drugs and alcohol easily, and early. Peer pressure makes refusal harder still, because saying no can be read as being uncool. The three partner schools wanted a project that protects young people from those risks and, more than that, gives them the knowledge to make their own responsible decisions.

The answer was a youth exchange: seven programme days on the island of Lošinj, 36 young people from Croatia, Hungary and Romania, and a method that puts participants in charge. Instead of listening to experts, each national team prepared four workshops at home and ran them for the whole group. Reflection groups every evening, a Youthpass process and a set of media outputs turned the week into something that can be passed on.

WHAT WE SET OUT TO DO

- ◆ Educate young people about different forms of addiction and their impact on individuals, families and communities.
- ◆ Develop skills for making responsible decisions, including safer ways of finding fun and belonging.
- ◆ Learn about social support measures, the reintegration of people with addiction and harm reduction in communities.
- ◆ Strengthen the capacity of schools to protect young people from drug and alcohol use.

HOW WE WORKED

Non-formal education, peer learning, reflection and practical workshops. Every session is built from group work, drawing, theatre, debate or role-play, and ends with the group naming what it learned. The facilitators were the participants themselves, three per workshop, supported by the youth leaders.

EUROPEAN DRUG REPORT 2024

22.5

drug-induced deaths per million EU inhabitants aged 15 to 64 in 2022

EUROSTAT 2019

20 M+

adults in the EU, about 5.4 percent, live with clinical alcohol addiction



Group work on the first workshop day. Mixed-nationality groups of eight were the basic unit of the whole week.

EDUCATION THROUGH AWARENESS. EMPOWERMENT THROUGH KNOWLEDGE.

THREE SCHOOLS, ONE ISLAND

36

young participants, twelve from each country

6

youth leaders, two per national team, plus one facilitator

7

programme days, from group building to the final presentations

12

workshops prepared and run by the participants themselves

CROATIA

MEDICINSKA SKOLA ŠIBENIK

Coordinating school. A medical secondary school in Šibenik, so many of its participants will work in health care.

ROMANIA

LICEUL TEHNOLOGIC RETEZAT

Partner school in Uricani, a small mining town in the Jiu Valley in the Retezat mountains.

HUNGARY

KŐRÖSI CSOMA SÁNDOR GIMNÁZIUM

Partner school in Budapest. Its full name is Kőrösi Csoma Sándor Két Tanítási Nyelvű Baptista Gimnázium, a bilingual secondary school.

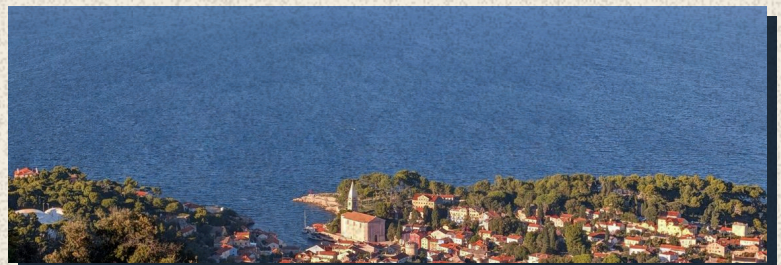


VELI LOŠINJ

A small harbour town on the island of Lošinj, in the Kvarner bay. Pine forest comes down to the sea, the houses stack up around the port, and in late September the water is still warm enough to swim.

We stayed and worked at Vila Zlatokrila, part of the Hostel Zlatokrila complex on the Kaciol peninsula. The buildings sit in a park forest with their own bathing area, which meant workshops could move outside whenever the weather allowed. Many of the group exercises in this book happened on the grass under the pines.

The photo on the left is the view of Veli Lošinj from the hill above the town, taken on the free afternoon walk.



THE WEEK AT A GLANCE

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
08:00–08:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
08:45–10:00	Introduction	How Addiction Develops	Normalisation of Addiction: The Role of Culture	Prevention	Mid-term evaluation	Creating final outputs	Presentation of final outputs
10:00–10:15	Break	Break	Break	Break	Break	Break	Break
10:15–11:30	Rules	Why People Become Addicted	Peer Pressure	Emotional Awareness	Reflecting on self habits	Continuation of final outputs	Youthpass
11:30–11:45	Break	Break	Break	Break	Break	Break	Break
11:45–13:00	Team building	Types of Addiction	The Effect on People Around You	Addiction Treatment	Free afternoon, walk to Mali Lošinj	Continuation of final outputs	Dissemination
13:00–13:45	Break	Break	Break	Break	Break	Break	Break
13:45–15:00	Introduction to addiction, Youthpass	Dangerous Cocktails	Drug Legalisation Debate	The Role of Schools in Addiction Prevention	Free afternoon, walk to Mali Lošinj	Continuation of final outputs	Final evaluation, closing of the exchange
15:00	Free time	Free time	Free time	Free time	Free time	Free time	Free time
19:00	Reflection groups, dinner	Reflection groups, dinner	Reflection groups, dinner, intercultural evening	Mid-term evaluation, dinner	Reflection groups, dinner	Reflection groups, dinner	Dinner

■ Croatian team
 ■ Romanian team
 ■ Hungarian team
 ■ Whole group

HOW THE DAYS WERE BUILT

Four working blocks of 75 minutes, breaks between them, lunch after the last block, and free time from three o'clock. That rhythm let the island be part of the programme rather than something squeezed in after it.

Each workshop day belonged to one national team. The Croatian team took Day 2, the Romanian team Day 3 and the Hungarian team Day 4. Days 6 and 7 were for producing and presenting the final outputs.

EVERY EVENING AT SEVEN

Reflection groups: the same small mixed group met every evening with a youth leader to talk through the day. Three questions, always the same: what did I learn, how did I feel, what do I take into tomorrow. These conversations are where the Youthpass self-assessment comes from.

Day 3 ended with the intercultural evening, and Day 4 with the mid-term evaluation over dinner.



Day 1, the introduction. The flipchart timetable behind the facilitators stayed on that wall all week.



Group building

BEFORE THE TOPIC, THE GROUP

Nobody will talk honestly about addiction in a room of strangers. The whole of Day 1 was spent turning 43 people from three countries into one group with its own rules.

The day ran in four blocks. Introduction to the youth exchange and to each other, then the rules session, then team building in the garden, and finally a first look at the topic together with the Youthpass session. The next two pages describe each activity so it can be run again.

- ◆ Introduction to the youth exchange
- ◆ Names and getting to know each other
- ◆ Human bingo
- ◆ Setting the rules together
- ◆ Trust falls
- ◆ Conflict management session
- ◆ Introduction to addiction and Youthpass

ARRIVING, NAMES, BINGO, RULES

INTRODUCTION TO THE YOUTH EXCHANGE

Aim: everyone knows what Erasmus+ is, what a youth exchange is, and what the week will ask of them.

- Sit in one circle. The facilitator and youth leaders introduce themselves and the three schools.
- Explain Erasmus+ in two minutes and non-formal learning in three: no teachers, no marks, participants run the sessions, learning is named by the learner.
- Walk through the week on a flipchart timetable that stays on the wall.
- Expectations, fears and contributions: each person writes one of each on three colours of sticky note. Read a selection aloud, group them on the wall, return to them on the last day.
- Practical information: rooms, meals, quiet hours, who to call, what to do if you feel unwell.



Human bingo on the grass: find someone whose square is true, get their signature.

NAMES AND GETTING TO KNOW EACH OTHER

Aim: every person can say the names of at least ten others by lunch.

- Name and gesture: in a circle, each person says their name with a movement, the group repeats it. Go round once, then a second time faster.
- Name ball: throw a soft ball across the circle saying the receiver's name before you throw. Add a second ball. Anyone who cannot remember a name asks, nobody is out.
- Speed meeting: two concentric circles facing each other, one question per minute, then the outer circle moves one place. Questions start light and get more personal: what do you do when you are bored, what would you change at your school.



The rules session. Small groups write what they need, then the whole group agrees.

HUMAN BINGO

Aim: mixing across national teams, fast.

- Prepare a sheet with a 4 by 4 grid of statements: has been on a plane more than ten times, speaks three languages, plays an instrument, has never tried coffee, has a pet with a strange name, can name all three partner towns.
- Each square must be signed by a different person, and you can only sign for something that is true. Fifteen minutes.
- The first full row shouts bingo, but the game continues until several cards are full. Close with a short debrief: which square was hardest, what surprised you about someone.

SETTING THE RULES TOGETHER

Aim: a group agreement everyone wrote and signed, not a list handed down.

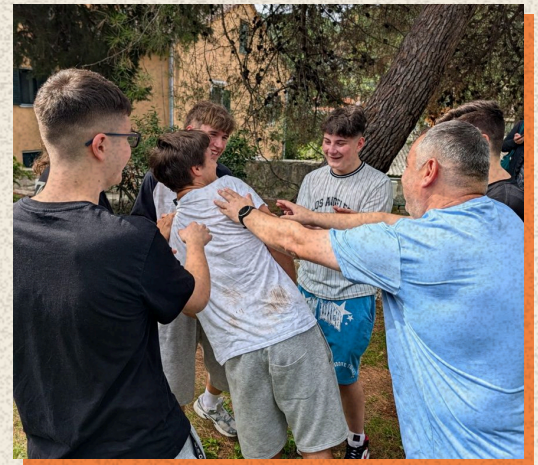
- Groups of six list what they need to feel safe and to learn. Five minutes, one flipchart per group.
- Each group reads its list. Merge duplicates on one master sheet.
- The organisers add their own non-negotiables: English when the whole group is together, no alcohol and no drugs for the whole exchange, quiet after 23:00, attendance at every session, respect for the venue and for each other, phones away during sessions.
- Discuss anything contested until the room agrees. Everyone signs the sheet. It stays on the wall all week and is pointed at when needed.

TRUST, CONFLICT, FIRST WORDS ON THE TOPIC

TRUST FALLS

Aim: a physical experience of relying on people you met three hours ago.

- Safety first. Demonstrate the spotter stance: one foot forward, knees bent, hands up, eyes on the person. Nobody falls until the spotters say "ready".
- Start in pairs at arm's length. The faller stands stiff, arms crossed on the chest, and leans back a little. Swap roles. Increase the distance in small steps.
- Then groups of six to eight in a tight circle, shoulders touching. One person in the middle stays rigid and is passed gently around. Everyone who wants to has a turn.
- Anyone can skip any step without explaining. Debrief: what made it easier to let go, what made it harder, what does that mean for the week.



Trust falls in pairs and small groups. Spotters ready before anyone leans.

CONFLICT MANAGEMENT SESSION

Aim: 43 people, seven days and shared rooms will produce friction. Give the group one simple method before it happens.

- Short input: conflict is normal, escalation is the problem. Show the difference between "you always" and "when this happened I felt".
- The four steps, written on a flipchart that stays up: stop and breathe, say what you saw and what you need, listen to the other person and repeat back what you heard, agree one small next step.
- Practice in trios with everyday scenarios: someone is always late, a roommate plays music at night, one person does all the work. Two play, one observes with the four steps in hand, then rotate.
- Close with the agreement: bring a problem to the person or to a youth leader early, while it is still small.



The tight circle. The person in the middle stays rigid and is passed around.

INTRODUCTION TO ADDICTION AND YOUTHPASS

Aim: a first shared map of the topic, and a clear picture of how learning will be recognised.

- Word storm on flipcharts: what is addiction, what is not, where do you see it. Collect without judging, group the words, keep the sheet for the workshop days.
- Preview the twelve workshops and the three national teams that will run them.
- Youthpass: the Erasmus+ certificate for non-formal learning. Present the eight key competences, the learning diary, the reflection groups and the self-assessment on Day 7.
- Each participant writes three personal learning goals for the week and keeps them in the diary.

YOUTHPASS IN ONE LINE

Learning is only recognised if the learner can name it. The diary and the reflection groups exist so that on Day 7 every participant can write down, in their own words, what changed.



Twelve workshops, three national teams

HOW THE WORKSHOPS WORKED

Each national team prepared four workshops at home and ran them for the whole group on its own day. Every workshop lasted 75 minutes and was led by three participants with clear roles: one lead facilitator, one timekeeper and materials person, one person supporting the groups and collecting conclusions. The energizer at the start counts inside the 75 minutes.

0–10	Energizer or icebreaker chosen by the team
10–15	Topic, learning aim, safety rules, group tasks
15–45	Group work: research, role-play, discussion, outputs
45–65	Presentations, debate or sharing of conclusions
65–75	Feedback, key learning points, short reflection

This is the shared structure. The Croatian workshops on the next pages adjust it; the Romanian and Hungarian ones follow it as written.

GROUND RULES FOR EVERY SESSION

- No doses, no prices, no sources, no descriptions of how anything is used. If a group drifts there, redirect to effects and consequences.
- Nobody has to share anything personal, and nobody plays themselves.
- Anyone can say "pass" at any moment without explaining, and can leave the room. One facilitator notices and follows if needed.
- Name the specific person available to talk after the session. "Any of us" means nobody.
- Accurate and calm beats dramatic. A scare show loses this audience in a minute.
- The word "just" is banned. "It is just weed", "it is just drinking".

HOW ADDICTION DEVELOPS

Aim. Participants understand addiction as a process in the brain and body, not as a character flaw. By the end they can describe the reward loop in their own words, explain tolerance with an everyday example, and answer at least one common stigmatising statement.

Setup. Four mixed-nationality groups of eight. Each group gets one briefing card, prepared in advance: one A4 page, five short bullet points, no jargon. Flipchart paper and markers for everyone.

THE FOUR GROUPS

- **Dopamine Detectives.** A before-and-after drawing of how much pleasure ordinary things give a person, before and after heavy substance use. Which everyday things release dopamine? What happens when the same trigger repeats many hundreds of times? If the brain turns down its own sensitivity, what does an ordinary Tuesday afternoon feel like? What in your own life already follows this pattern in a small way: short video feeds, energy drinks, gaming, sugar?
- **Neural Network Architects.** Draw the reward loop large: trigger, craving, use, relief, repeat. Label the accelerator and the brake. The brake is the last part of the brain to finish developing, in the mid-twenties. What does that mean for someone starting at 15 rather than 30? Which part of the drawing wins the argument "I know it is bad and I do it anyway"? Name three real triggers. Where is the loop easiest to break?
- **Myth Busters.** Prepare a short answer to five statements: "Addiction is just weak willpower." "They chose it, so it is their problem." "You can stop any time if you really want to." "It only happens to certain kinds of people." "Once an addict, always an addict." What does each sentence do to the person who hears it? Pick one and answer it in fifteen seconds at a family dinner table.
- **Recovery Advocates.** A short pitch on why change is possible. If a brain can rewire towards addiction, what does that say about rewiring away from it? What does a brain need to rebuild: time, sleep, movement, food, routine, other people, treatment? Is a relapse the end of recovery or part of it? Name three things a 17-year-old could realistically offer a friend who is trying to stop.

SYNTHESIS

As the groups present, draw the five key words on a flipchart: reward, tolerance, trigger, stigma, change. Close with each group giving one sentence they would say to a 15-year-old. Write the sentences down and keep them. They come back in the workshops on people around you and on dangerous cocktails.



HOW TO RUN IT

0–10	Energizer chosen by the team
10–18	Aim, safety rules, group tasks, groups formed
18–48	Group work with the briefing cards
48–68	Presentations, 4 minutes each plus 1 minute of feedback
68–75	Synthesis and closing round

FACILITATOR NOTES

- If a group starts producing information about how substances are used, obtained or dosed, redirect immediately to effects and consequences.
- The presentations will overrun. That is what the timekeeper is for.
- Do not let the science get heavy. If a poster needs a biology lesson to be understood, it has failed.

WHY PEOPLE BECOME ADDICTED

Aim. Participants can trace how a person moves from an ordinary difficult life into dependence, and can name the mechanism at work at each step. They can describe five stages on that road, say what drives the move from one to the next, tell a habit from an addiction and explain why the line is hard to find, and point to at least one moment where someone outside the situation could have changed the outcome.

The method. Five groups each prepare one stage in the life of a single invented character. The five scenes are performed in sequence with no discussion in between, so the audience watches one person travel the whole road. Each group also names the mechanisms hidden inside its stage, and these go on a wall timeline afterwards.

The character and the object. Build the character together in plenary in five minutes: a name, an age between 15 and 17, a town, who they live with, one thing they are good at, one thing they are afraid of. Not the name of anyone in the room. Then choose one object, a scarf, a cap or a bracelet. Whoever wears it is the character. It is passed from actor to actor between scenes, in silence, in front of the audience. This keeps the role in the object rather than in the participant, which matters once the scenes get heavy.

THE FIVE STAGES

- **The room with no door.** Nothing has happened yet. An ordinary week and what presses on the character: school, a parent, money, a group they are not part of. Include one moment where somebody almost asks how they are, and then doesn't. Mechanisms: pressure, isolation, pain nobody hears.
- **The first yes.** The first offer. Is the character reaching for the substance or for the company? Show the hesitation, two seconds is enough. Show the relief honestly, or nobody believes the rest of the chain. Mechanisms: belonging, curiosity, availability, relief that genuinely works.
- **It works.** The stage most prevention material skips. Three occasions in one scene, freeze and restart: the same solution applied to three problems. Show tolerance, the same amount doing less, and one thing that used to be enjoyed going quiet. Mechanisms: self-medication, tolerance, other pleasures dropping away.
- **The cost.** Hiding begins. A small lie, a promise broken, money and where it came from, someone who notices and says it clumsily. Mechanisms: concealment, broken trust, shame, early warnings pushed away.
- **The struggle.** Played accurately, not dramatically. What the day is organised around. What happens when they cannot get it. Wanting to stop and doing it anyway, inside the same scene. One person still left in their life. End with the character alone, freeze for five seconds. Mechanisms: dependence, withdrawal, loss of control, isolation closing the circle back to stage one.

HOW TO RUN IT

- | | |
|--------------|--|
| 0–10 | Physical energizer: walk and stop, mirroring, statues |
| 10–18 | Aim, safety rules, build the character, stage cards, five groups |
| 18–40 | Group preparation, one scene of two minutes maximum, at least three people on stage |
| 40–56 | The chain: chairs in a horseshoe, announce the title, play, freeze, pass the object in silence. No applause, no comments |
| 56–64 | Mechanism timeline on the wall |
| 64–70 | The rewind: replay the stage where somebody else could have changed the story, with that person acting differently |
| 70–75 | De-roling and closing |

SAFETY RULES, SAID OUT LOUD

- Nobody has to share anything personal. Nobody plays themselves.
- Anyone can say "pass" at any moment, including mid-scene.
- Anyone can leave the room without asking. One facilitator follows if needed.
- Name the specific person available to talk afterwards.
- No real alcohol and no props imitating substances. Empty cups and mime only.

TWO QUESTIONS AT THE WALL

Point at the stage where it stopped being a habit and became an addiction. Expect disagreement and let it stand; that the line is hard to find is the learning point.

At which stage was it easiest for somebody else to change this story? Not the character. Somebody else.

TYPES OF ADDICTION

Aim. Participants can describe the main substance families, their effects and risks, and recognise the pattern that repeats across all of them. Seven substances cannot be presented one by one in twenty minutes, so the work is organised in five groups by family and shared through a poster market instead of presentations.

THE FIVE GROUPS

- **Depressants.** Alcohol, and sedative medication as a prescribed example. Why is the most normalised substance in Europe also one of the most damaging? What does "everyone does it" hide?
- **Opioids.** Heroin, fentanyl, prescription painkillers. What is a person's day organised around once dependence is established? Why does the strength of fentanyl make accidents likely even for experienced users?
- **Stimulants.** Cocaine and amphetamine, with caffeine, energy drinks and nicotine as the everyday link. What is the crash, and what does it push a person to do next? Where do caffeine and nicotine sit on the same scale?
- **Cannabis.** Legal in some countries, illegal here. What does legality tell us about risk, and what does it not? What does daily use at 16 do differently from occasional use at 25?
- **Hallucinogens.** LSD. What is genuinely unpredictable here, and why do a person's state of mind and surroundings change the outcome so much?



HOW TO RUN IT

0–10	Energizer
10–18	Aim, ground rules, poster template explained, groups formed
18–45	Group work on the posters
45–63	Poster market: posters on the walls, one person stays at each, everyone else rotates every 3 minutes
63–75	Synthesis in plenary

THE SHARED POSTER TEMPLATE

Six boxes, the same for every group: which family this is, does it speed the body up, slow it down or distort perception; what it does in the first hour; what it does to the body over a year of regular use; what it does to mood, sleep, school or work, money and relationships; one widespread myth and the correction; signs that someone around you needs help, and where help exists.

SYNTHESIS

Arrange the posters on the wall in order: down, down, up, and the two that distort. Then ask the whole group to find what repeats across all five: reward, then tolerance, then loss of control, then consequences in health, money and relationships, and then the same list of things needed for recovery. The learning point is the pattern, not the trivia. A participant who remembers the pattern and forgets every substance name has learned more than one who memorised the list.

FACILITATOR NOTES

- Ground rules at the start: no doses, no prices, no sources, no descriptions of how anything is used. Redirect once, then move the group on.
- Do not run a scare show. A 17-year-old who has watched a friend smoke cannabis and be fine will discard everything you said if you claim it ruins a life instantly.
- Ban the word "just" for the session.
- Somebody in the room may have a family member on prescribed medication. A medicine used as prescribed and the same substance used to cope are different situations. Say so.

DANGEROUS COCKTAILS

Aim. Participants understand why mixing multiplies risk, can dismantle the sobering-up myths, and have rehearsed what to do when someone is in trouble. Four groups, one poster each, and a drawing suggestion for every group so the posters are pictures rather than essays.

THE FOUR GROUPS

- **Alcohol and drugs.** Which combinations slow the body down twice over: alcohol with painkillers, sleeping pills or heroin. Which pull in opposite directions: alcohol with cocaine or speed, so the person cannot tell how bad their state is and feels fine. Why the moment one of them wears off is worse than the moment they were taken. What trouble looks like from outside: loud snoring you cannot wake them from, long gaps between breaths, grey or blue lips. Drawing: two panels, how the person feels and what state they are actually in.
- **Energy drinks, coffee, stress and no sleep.** Caffeine does not remove tiredness, it blocks the signal. Where does the tiredness go and when does it come back? What does one exam week of four-hour nights cost? Caffeine and stress produce the same fast heart and tight chest; how does a person tell them apart? Then the other half of the cycle: what do people use to come down and sleep? Drawing: a 24-hour circle, up with caffeine, down with something else, less sleep each time round.
- **Mixing types of alcohol.** "Beer then wine, you'll feel fine" is a myth, and so is the idea that mixing types is what makes you ill. What makes people ill is how much and how fast. Why does switching drinks make people drink more without noticing? What is wrong with the "one to sober up on" and the shot someone hands you at the end of the night? Drawing: two glasses of very different sizes with the same amount of alcohol in each.
- **Gym and body supplements.** Many pre-workouts are mostly caffeine. What happens when one is taken with coffee and an energy drink on the same afternoon, then training on top: high heart rate, heat, sweating, no food, not enough water? Some people have a heart condition nobody has found yet. What is a label not required to tell you? Where does the pressure to look a certain way come from? Drawing: three cans and a scoop, one arrow into a single body. No product names, no doses.

SYNTHESIS AND REHEARSAL

Hang the four posters and let each group present for four minutes. Then use the last ten minutes for the practical part the aim asks for: put a volunteer in the recovery position, say out loud the signs that mean you call for help, and rehearse the call to 112 with one person playing the operator. Everybody should leave able to do those three things.



HOW TO RUN IT

0–10	Energizer
10–18	Aim, ground rules, four group briefs, groups formed
18–45	Posters, one per group, with the drawing suggestion
45–63	Presentations, 4 minutes each with questions
63–75	Recovery position, warning signs, rehearsed call to 112

FACILITATOR NOTES

- The energy drink group will ask why their poster is in a workshop about addiction at all. Make them answer it on the poster.
- Group one must look at the other posters before answering what people use to come down. The cycle is the point.
- Keep the last ten minutes. The rehearsal is the part people remember at a party at two in the morning.

CULTURE AND PRESSURE

08:45 to 10:00 ♦ 75 minutes ♦ 3 facilitators

05 NORMALISATION OF ADDICTION: THE ROLE OF CULTURE

Summary. How films, series, music, social media and school stories make risky behaviour look normal or attractive, and how to separate what we think is common from what we can actually show. Three groups, each with a lens.

- **Hollywood Filter.** Unrealistic portrayals of consumption in films and TV series.
- **Instagram vs Reality.** Selective posting and the fear of missing out.
- **Statisticians vs Rumours.** Perception against real statistics, to challenge the myth that "everyone does it".

How to run it. Follow the shared 75-minute structure on page 9. Groups may use examples from films, series, music, social media or school life, but they analyse them critically rather than glamorise them. Keep asking two questions: what do we think is common, and what evidence do we actually have? Finish with a discussion on how young people can resist false norms and create healthier cultural messages of their own.

10:15 to 11:30 ♦ 75 minutes ♦ 3 facilitators

06 PEER PRESSURE

Summary. A practical session, not a discussion. Participants rehearse real responses to pressure, in four groups.

- **Diplomacy Masters.** Refusal with humour and "cool" answers that protect social status.
- **Pressure Detectives.** Recognising subtle and direct persuasion tactics through frozen role-play scenes.
- **Body Language Pro.** Body language and tone of voice as the core of convincing boundary-setting.
- **Real Friends.** How to become an ally and support others who are under group pressure.

How to run it. Shared structure. Each group builds a short scene showing pressure and a possible response, and shows it to the others. Stress that saying no can be done calmly, confidently and without humiliating anyone. End with a toolbox on the wall: refusal phrases, supportive friend actions and body-language tips that participants can use in real situations.



Presenting group conclusions. Every workshop ended with each group in front of the others.



Energizers open every session and count inside the 75 minutes.

OUTPUTS OF EVERY ROMANIAN AND HUNGARIAN WORKSHOP

- A short group presentation or poster.
- A list of key conclusions and learning points.
- One practical message that can be shared with other young people.

THE PEOPLE AROUND, AND THE LAW

11:45 to 13:00 ♦ 75 minutes ♦ 3 facilitators

07 THE EFFECT ON PEOPLE AROUND YOU

Summary. Addiction is never only one person's problem. Six topics, one per group; with fewer groups, combine related topics or let groups choose what they are comfortable discussing.

- **Family Mirror.** Damaged family dynamics and loss of trust.
- **Friends Tested.** Real support against complicity in harmful habits.
- **Love and Toxicity.** Red flags in romantic relationships affected by addiction.
- **Bridges Back.** The long process of rebuilding trust and recovering relationships.
- **Professional Mask.** The work environment: colleagues who take over work or cover mistakes, and workplace stigma.
- **Social Echo.** How judgement from neighbours, extended family or the wider community isolates the whole family, and how a community can become a support network instead of a wall of shame.

How to run it. Shared structure. Every group includes both the problem and a possible support response: how friends, family or community can help without enabling the behaviour. Conclude with a reflection on how support, boundaries and professional help rebuild relationships.



Small groups at work. Six topics meant six corners of the room.



Voting with hands after the debate: who convinced you, and did you change your mind?

13:45 to 15:00 ♦ 75 minutes ♦ Debate

08 DRUG LEGALISATION: THE DEBATE

Summary. A formal debate on the motion: *the government should legalise the purchase and consumption of drugs in small quantities*. Two teams of four, affirmative and negative. Each member speaks once in four rounds: main arguments, response to the other team, second response, closing remarks.

How to run it. Set the rules before starting: respect, no personal attacks, time limits, evidence-based arguments. Everyone not on a team gets a role: judge, fact-checker, note-taker or question maker. After the closing remarks the audience votes on which case was stronger and says whether they changed their opinion, then adds the arguments both teams missed. Push both sides to consider health, human rights, criminal justice, prevention, safety, youth protection and social consequences. Finish with reflection rather than a winner: which arguments were strongest, what was missing, what did the room learn about complexity?

WHY A DEBATE AT ALL

Legalisation is the question participants hear most often outside the room. Arguing a side you may not hold, with time limits and fact-checkers, is the fastest way to find out how complicated it is.

PROTECTION AND FEELINGS

08:45 to 10:00 ♦ 75 minutes ♦ 3 facilitators

09 PREVENTION

Summary. Every group has the same task: explain how young people can protect themselves from addiction, each through one method.

- **Creative Outlets.** Art and music to process emotions.
- **Power of Movement.** Exercise as a natural way to improve mood.
- **Mindfulness and Grounding.** Breathing and presence techniques for calming the mind in the moment.
- **Digital Detox and Social Peace.** Reducing stress caused by social media and strengthening real-life connections.
- **Other techniques** suggested by the participants themselves.

How to run it. Shared structure. Keep the focus on protective factors young people can realistically use. Each group prepares one concrete mini-activity for its method, a grounding exercise, an art prompt, a movement idea or a digital detox challenge, and runs it with the room. Think about prevention at five levels: individual, friends, family, school, community. Finish with a shared list of prevention methods that everyone takes home.

10:15 to 11:30 ♦ 75 minutes ♦ 3 facilitators

10 EMOTIONAL AWARENESS

Summary. Emotional awareness helps people notice their needs before they reach for an unhealthy way of coping. Four groups, four tools.

- **Boredom Detectives.** Healthy boredom against boredom that searches for dangerous stimulation.
- **Anxiety Translators.** Physical signs of stress in the body and first aid for calming down.
- **Feelings Vocabulary.** A bigger emotional vocabulary, so unnamed feelings do not get suppressed.
- **Social Pressure vs Inner Peace.** Being yourself at a party without "liquid courage".

How to run it. Shared structure. Ask groups to make it practical: signs, examples, phrases and small tools people can actually use. Keep the atmosphere respectful, because participants may connect the topic with their own stress, anxiety or loneliness. End with a short personal reflection, written, not shared: one emotion I now recognise more clearly, and one healthy way I can respond to it.



Feelings vocabulary on a flipchart: the more words you have, the less you have to swallow.



A prevention poster on healthy rest, presented to the whole group.

TREATMENT, AND WHAT SCHOOLS CAN DO

11:45 to 13:00 ♦ 75 minutes ♦ 3 facilitators

11 ADDICTION TREATMENT

Summary. Public health and harm reduction. Each group receives one type of programme and explains what it is, who it helps, what problem it tries to reduce, and what questions or controversies people have about it.

- Needle and syringe programmes.
- Methadone maintenance.
- Take-home naloxone.
- Drug checking.
- Drug consumption rooms.

How to run it. Shared structure. Say at the start that the aim is to understand support measures, not to encourage use. Ask every group to include the human perspective: safety, dignity, access to help and the connection to treatment. Close with a comparison of the four things a society can do: prevention, treatment, harm reduction and recovery support.

13:45 to 15:00 ♦ 75 minutes ♦ 3 facilitators

12 THE ROLE OF SCHOOLS IN ADDICTION PREVENTION

Summary. The one workshop run in national teams. Each team discusses what schools can do against addiction, presents it, and then the whole group turns the proposals into a new youth exchange idea.

How to run it. Shared structure. Ask the teams for realistic school actions: prevention education, counselling, peer support, teacher training, safe reporting, extracurricular activities, cooperation with parents and local organisations. Each team names what already exists in its country and what could be improved. For the youth exchange idea, every group proposes a title, an aim, a target group, the main activities and the expected results. Close by collecting the strongest ideas into one shared project concept or a list of recommendations for the three schools.



Groups present, the room asks questions, the facilitators collect conclusions.



National teams comparing what their schools already do and what is missing.

WHERE THIS LED

The recommendations from workshop 12 and the dissemination presentations each team prepared on Day 7 are how ADDICT-ED continues in the three schools after the exchange.

Days 2 to 4

WORKSHOPS IN PICTURES



THIRTY-SIX PEOPLE, TWELVE WORKSHOPS, ONE RULE: THE PARTICIPANTS TEACH.

Every evening at seven, and one evening in particular

REFLECTION GROUPS AND THE INTERCULTURAL EVENING



The Romanian table: brochures from Uricani and the Jiu Valley, sweets, and things to try.

REFLECTION GROUPS

The same small mixed group met every evening before dinner with one youth leader. Ten to twelve people, a circle, twenty minutes. The questions never changed: what did I learn today, how did I feel, what do I take into tomorrow. A leader notes the themes but nothing personal leaves the circle.

This is also where the Youthpass work happens. A participant who has said out loud, six evenings in a row, what they learned that day will have no trouble filling in a self-assessment on Day 7.

THE INTERCULTURAL EVENING

Day 3, after dinner. Each national team had prepared at home a presentation of its country, its region and its school, with food to taste, music, and something to do together. Traditional shirts came out of suitcases, the Romanian team taught a circle dance to the whole room, and the tables filled with things nobody could pronounce.

It is a fixed part of every Erasmus+ youth exchange and it does a job the workshops cannot: after it, the three teams are one group in a way they were not before.



Presenting a country with the flag as the costume.



The circle dance, learned in ten minutes by 43 people.

Day 5

MID-TERM, SELF HABITS AND THE WALK TO MALI LOŠINJ

MID-TERM EVALUATION

Halfway through, the group stops and checks itself. A target on the floor with four fields, programme, group, facilitation, accommodation, and everyone places a sticker: centre means good, edge means change something. Then each field is discussed for five minutes and the leaders say what will change in the second half. The expectations and fears from Day 1 come off the wall and are read again.

REFLECTING ON SELF HABITS

A private exercise after four days of talking about other people. Each participant draws their own ordinary day as a 24-hour circle and marks the things that give a quick reward: the phone in bed, energy drinks, snacks, scrolling, gaming, anything else. Three questions on the sheet: which of these would I miss most, which one does something for me that I could get another way, and what would I try for one week. Nothing is shared unless someone wants to. The sheets go home.

FREE AFTERNOON

The coastal path from Veli Lošinj to Mali Lošinj runs along the sea under the pines, about an hour on foot. The group walked it together, swam where the rocks allowed, and came back over the hill above the town.



Veli Lošinj from the hill path. The harbour, the church tower and the open Kvarner behind.



The path over the hill, dry stone walls on both sides.

WHY A FREE AFTERNOON IS PROGRAMME

Group building does not end on Day 1. A walk with no task, no facilitator and no timing table is where people talk about the things the workshops raised. The leaders walk at the back.

WHAT WE MADE FOR SOCIAL MEDIA

Two days of the programme were kept free for producing things that leave the island. Groups chose a format, worked on it through Day 6, and presented everything to the whole exchange on the morning of Day 7.

- ◆ **Five posters.** Supporting a friend with an addiction, helpline numbers for Croatia, Hungary and Romania, types of addiction, what addiction does to the brain, and how to lower the risk. Printed in full on the next five pages.
- ◆ **Testimonials.** Short testimonies by participants about their experience of the exchange and of the topic.
- ◆ **Video 1.** What Erasmus+ looks like and what a youth exchange actually is, for young people who have never been on one.
- ◆ **Video 2.** How to support a friend who struggles with addiction. A situation is played out: how friends can recognise that someone may be having difficulties, approach them with care, listen without judgement and encourage them to seek help from a trusted adult or a professional. What to say, what not to say or do, and why patience and inclusion matter.
- ◆ **Video 3.** Types of substance addiction, their effect on body and mind, and why not to use them.
- ◆ **Presentations for dissemination.** Each team made the presentation it will use at its own school to share the project results and their personal experience of the exchange.
- ◆ **This InfoBook.** The last output, made so the workshops can be run again by anyone who reads it.



Drafting on paper before anything goes on a screen.



Poster texts were argued over word by word.

DISSEMINATION, DAY 7

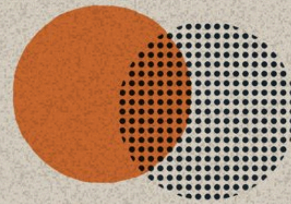
Each team presented its plan for home: where the posters will hang, which classes will see the videos, and who will present the project at school.

ALL OUTPUTS WILL BE AVAILABLE ON THE SOCIAL MEDIA CHANNELS AND THE WEBSITE OF MEDICINSKA SKOLA ŠIBENIK.

SUPPORTING A FRIEND

SOCIAL MEDIA CAMPAIGN

YOU CAN'T FIX YOUR FRIEND. YOU CAN STAY.



WHAT HELPS

- ✓ Listen. Don't lecture.
- ✓ Say what you've noticed, calmly and in private.
- ✓ Ask what they need instead of guessing.
- ✓ Suggest a helpline or someone who knows addiction.
- ✓ Stay in their life, also on the bad days.

WHAT DOESN'T

- ✗ Covering for them or lying to others.
- ✗ Giving money you know feeds the habit.
- ✗ Ultimatums you won't keep.
- ✗ Carrying it alone. Tell an adult you trust.

ADDICT-ED YOUTH EXCHANGE

SOMEONE IN DANGER RIGHT NOW? CALL 112.



Erasmus+
Enriching lives, opening minds.



What helps and what doesn't when someone you know is struggling. Made for Instagram and Facebook feeds, and printed for school corridors.

HELPLINES IN THREE COUNTRIES

SOCIAL MEDIA CAMPAIGN

NEED TO TALK? THESE CALLS ARE FREE.

Anonymous, free, and nobody on the line will judge you. Save the number for your country.

CROATIA

116 111

Hrabri telefon, children and teens.
Mon to Fri, 9 to 20

0800 2000 70

HZZJ info line for addiction. Mon to
Fri, 9 to 16



HUNGARY

116 111

Kék Vonal, for young
people. Every day, 24 hours

116 123

Lelki Elsősegély,
emotional support. 24
hours

13 770

Drog Stop drug helpline.
Free and anonymous

ROMANIA

116 111

Telefonul Copilului, children and
teens. Mon to Fri, 8 to 20

0800 870 070

TelVerde antidrog, drug helpline.
Mon to Fri, 8 to 20

116 123

Emotional support line. Every day,
24 hours

112

EMERGENCY ANYWHERE IN THE EU

Free from any phone, even without a SIM card.



Free, anonymous numbers for Croatia, Hungary and Romania, checked in September 2026, and 112 for an emergency anywhere in the EU.

TYPES OF ADDICTION

SOCIAL MEDIA CAMPAIGN

Addiction is

NOT ONLY DRUGS.

ADDICT-ED YOUTH EXCHANGE

Anything that gives the brain a fast reward can turn into one.

Substances

ALCOHOL

NICOTINE AND VAPES

CANNABIS

PARTY DRUGS

PILLS AND PAINKILLERS

Behaviours

GAMBLING AND BETTING

GAMING

SOCIAL MEDIA

SHOPPING

PORNOGRAPHY

**SAME SIGN EVERY TIME:
YOU WANT TO STOP, AND YOU CAN'T.**



Erasmus+
Enriching lives, opening minds.



Substances and behaviours side by side. The sign is the same in every case: you want to stop, and you can't.

WHAT ADDICTION DOES TO THE BRAIN

SOCIAL MEDIA CAMPAIGN

ADDICTION REWIRES THE BRAIN.

ADDICT-ED YOUTH EXCHANGE

It is not weak willpower. It is learning that went too far, and it changes three things.

PREFRONTAL CORTEX

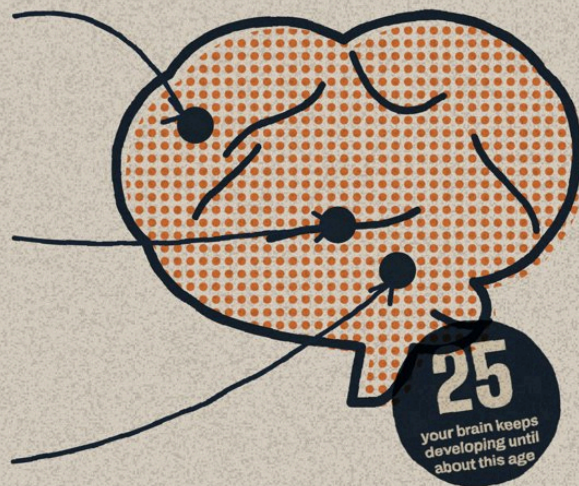
The part that says "stop" gets weaker. Choices get harder to control.

REWARD SYSTEM

Dopamine spikes far above normal. Slowly, everyday things stop feeling good.

MEMORY AND EMOTION

The brain links the habit to places, people and moods. That link is a craving.



**BRAINS CAN RECOVER.
IT TAKES TIME, AND IT TAKES PEOPLE.**



Erasmus+
Enriching lives, opening minds.



Three things that change: the brake, the reward system and the link between habit and memory. Brains can recover.

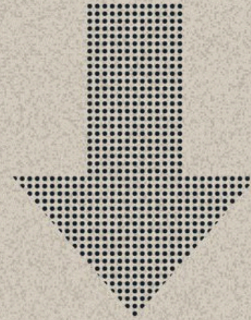
LOWERING THE RISK

SOCIAL MEDIA CAMPAIGN

You can't control everything.

LOWER THE RISK.

ADDICT-ED YOUTH EXCHANGE



◆ WAIT.

Every year you delay the first try, the risk of addiction drops. The teenage brain is the most vulnerable.

◆ KNOW YOUR FAMILY HISTORY.

Addiction runs in families. If it is in yours, you are not doomed, but you should know it.

◆ HAVE ANOTHER WAY TO COPE.

Sport, music, a walk, a real conversation. Stress needs an outlet that is not a substance or a screen.

◆ KEEP HONEST PEOPLE CLOSE.

Friends you can tell the truth to are the strongest protection there is.

◆ DECIDE BEFORE, NOT DURING.

Set your limits before the party, when your head is clear, and tell one friend about them.

◆ SAY IT EARLY.

Noticing "I can't stop" and saying it out loud is the moment things start to change.

ASKING FOR HELP EARLY IS STRENGTH, NOT FAILURE.



Erasmus+
Enriching lives, opening minds.



Six things a young person can actually do. Asking for help early is strength, not failure.

Veli Lošinj, September 2026

ALL OF US



Forty-three people from three schools in three countries, seven programme days, twelve workshops run by the participants themselves, and a set of things to take home. Thank you to everyone who prepared, facilitated, cooked, danced, walked and talked.

The ideas from workshop 12, the school recommendations and the new youth exchange concept, are the start of the next project. If you are a student or a teacher at one of the three schools and want to be part of it, the contacts are on the back cover.

SEE YOU AT THE NEXT ONE

ADDICT-ED youth exchange

EDUCATION THROUGH AWARENESS. EMPOWERMENT THROUGH KNOWLEDGE.



Medicinska škola
Šibenik



COORDINATOR

Medicinska škola Šibenik
Ul. Ante Šupuka 29, 22000 Šibenik, Croatia

PARTNERS

Liceul Tehnologic Retezat Uricani
Strada Republicii 16, 336100 Uricani, Romania

Kőrösi Csoma Sándor Két Tanítási Nyelvű Baptista Gimnázium
Szentendrei út 83, 1033 Budapest, Hungary

PROJECT

Erasmus+ KA152-YOU, youth exchange
Project number 2026-1-HR01-KA152-YOU-000394992
Veli Lošinj, Croatia, 23 September to 1 October 2026

OUTPUTS

Posters, videos, testimonials, dissemination presentations and this InfoBook are published on the social media channels and the website of Medicinska škola Šibenik.



Erasmus+
Enriching lives, opening minds.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Made by the participants of ADDICT-ED. Photographs by the participants and youth leaders. Design: two-ink risograph style, navy and orange on paper, the colours of the project logo.

INFOBOOK, FIRST EDITION, 2026